



## Key Stage Computing Curriculum Map 2023 - 24

	Autumn	Spring	Summer
Year 3	<p><u>Online Safety:</u> How do people represent themselves in different ways online? Why do some online activities have age restrictions?</p> <p><u>Curriculum:</u> Computing systems and networks: Developing the understanding of digital devices with a focus on input, processes and outputs. Data and information branching databases: To understand what a branching database is and how to create one. Pupils will create physical and onscreen databases</p>	<p><u>Online Safety:</u> Why can knowing someone online be different to knowing someone offline? Why do we need to be careful when sharing information online?</p> <p><u>Curriculum:</u> Creating media animation: To use a range of techniques to create a stop frame animation using tablets and to apply those skills to create a story-based animation. Creating media - desktop publishing: To use desktop publishing software and consider choices of font size, colour and type to edit and improve documents. To add text and images to their own pieces of work.</p>	<p><u>Online Safety:</u> Is all online content free to use? Are all opinions shared online true?</p> <p><u>Curriculum:</u> Programming sequencing sounds: To explore the concept of sequencing in programming through Scratch.  Programming events and actions: To learn to move a Sprite in four directions.</p>
Year 4	<p><u>Online safety:</u> Why do some people online pretend to be someone else? Why do we need to limit the amount of time we spend online?</p> <p><u>Curriculum:</u> Computer systems and networks - the internet: To appreciate the internet as a network of networks which need to be kept secure and to explore the World Wide Web. Programming repetition and shapes: To look at repetition and loops within programming.</p>	<p><u>Online Safety:</u> What are healthy and unhealthy online behaviours? Why could information about someone online have been copied, shared or created by another person?</p> <p><u>Curriculum:</u> Creating media - audio editing: To identify the input device (microphone) and output devices (speaker or headphones) required to work the sounds digitally. To produce a podcast. Data and information – data logging. To understand how and why data is collected over time and to collect data as well as capture data collected over a long period of time.</p>	<p><u>Online Safety:</u> Why must some content online not be used without the owner’s permission? What is meant by ‘fake news’?</p> <p><u>Curriculum:</u> Creating media – photo editing: To understand how digital images can be changed and edited and how they can be resaved and reused. Programming – repetition in games: To explore the concept of repetition in programming using the Scratch environment. To look at the difference between count controlled and infinite loops.</p>
Year 5	<p><u>Online safety:</u> What is a strong password and how do you create one? How can technology have a positive and negative affect on our mental health?</p> <p><u>Curriculum:</u> Computer systems and networks – sharing information:</p>	<p><u>Online Safety:</u> How can people communicate online and become involved on online communities? How can information found online be used to form a judgement about a person?</p> <p><u>Curriculum:</u> Programming – selection in physical computing: To learn how to connect and program components including outputs devices – LEDs and motors.</p>	<p><u>Online Safety:</u> When is it acceptable to use the work of others online? How can you identify fake news and hoaxes when working online?</p> <p><u>Curriculum:</u> Programming – selection in quizzes:</p>



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	<p>To develop an understanding of how computer systems and information is transferred between systems and devices.</p> <p>To explain the input, output and progress aspects of a variety of different real-world systems.</p> <p>Creating media – video editing: To learn how to create short videos and develop the skills of capturing, editing and manipulating video.</p>	<p>Creating media – vector drawing: To recognise the images in vector drawings are created using shapes and lines and each individual element in the drawing is called an object.</p>	<p>To learn how the If....Then...Else... structure can be used to select different outcomes depending on whether a condition is true or false.</p> <p>Data and Information – flat-file databases: To understand how a flat-file database can be used to organise data in records. To use tools within a database to order and answer questions about data.</p>
Year 6	<p><u>Online Safety:</u> What is the impact of posting content of others online? What are the common systems that regulate age related content?</p> <p><u>Curriculum:</u> Programming variables in games: To find out what variables are and relate them to real-world examples of values that can be set and changed. Creating media – webpage creation: To introduce learners to the creation of websites for a chosen purpose and to design and evaluate their own website.</p>	<p><u>Online Safety:</u> How can you increase privacy on apps and how can you avoid phishing scams? What does ‘influence’, ‘manipulation’ and ‘persuasion’ mean and how might these appear online?</p> <p><u>Curriculum:</u> Data and information spreadsheets: To introduce learners to spreadsheets and to organise data into columns and rows to create their own dataset. Creating media – 3D modelling: To develop pupils’ knowledge and understanding of using a computer to produce 3D models.</p>	<p><u>Online Safety:</u> Why is it important to challenge and reject stereotypes we see online and offline? How can anyone develop a positive online reputation?</p> <p><u>Curriculum:</u> Programming – sensing movement: To use the four programming constructs of sequencing, repetition, selection and variables and to use a physical device such as Micro-bit. Computing systems and networks – communication: Learners explore how data is transferred over the internet.</p>